

Exit Essay

Rubric and Scoring Guide

Candidate _____

Certification Program _____

Date _____

Exit Essay Committee Chair _____

Committee Members (faculty):

Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257
(717)-477-7447



Committee Members (other):

Notes/Comments:

Scoring Guide:

- 4 Exceeds Target;** response demonstrates a broad understanding and ability in assessed areas as evidenced by the inclusion of a variety of issues, strategies and beliefs expressed along with many examples in support there of.
- 3 Target;** comprehensive response which includes a foundation of beliefs supported by research and at least 2 or three examples.
- 2 Acceptable;** demonstrates accuracy and addressed some relevant issues; has a non-specific platform of beliefs but has difficulty being specific and providing multiple examples
- 1 Unacceptable;** response shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate responses

Standard	Total Raw Score	Areas of Focus	ELCC Standards
1		District Vision of Learning	1 (1.1, , 1,4)
2		Apply Best Practice to Student Learning	2 (2.3)
3		Manage Operations	3 (3.2)
4		Collaborate with Families and other Community Members	4 (4.1, 4.2, 4.3)
6		Understand the Larger Context	6 (6.1)

If failure occurs, option(s) are:

- re-take (all questions)
- re-take (selected questions)
- assign additional coursework (maximum 6 credits) and re-take
- drop from program (requires three failed exam attempts)

Signature _____ Date _____
 Committee Chair

Signature _____ Date _____
 Program Director

District Level Leadership Content Knowledge Exit Essay Rubric

Note: Compare results with Candidacy Interview Conducted at the Beginning of the Program

Standard 1	Exceeds Target	Met Target	Acceptable	Unacceptable
Value	4	3	2	1
Visioning 1.1 Developed a school vision of learning	Suggests several strategies to collaboratively engage in vision development (ELCC 1.1a)	Suggests at least two strategies to collaboratively engage in vision development (ELCC 1.1a)	demonstrates accuracy in understanding and explaining visioning but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Articulates a vision supported by research and a clear platform of beliefs across many areas of learning (ELCC1.1b)	Articulates a vision supported by research and a clear platform of beliefs across at least two areas of learning (ELCC1.1b)	demonstrates accuracy in understanding and explaining visioning but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Articulates a vision supported by research to support several diversity driven strategies to support vision development (ELCC1.1c)	Articulates a vision supported by research to support at least two diversity driven strategies to support vision development (ELCC1.1c)	demonstrates accuracy in understanding and explaining visioning but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can explain how to mobilize district resources to support district vision using multiple ex. ELCC 1.1d)	Can explain how to mobilize district resources to support district vision using at least two examples (ELCC 1.1d)	demonstrates accuracy in understanding but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
Visioning 1.4 Steward a school vision of learning	Suggests several strategies of how to align policies and practices to support district vision (ELCC 1.4a)	Suggests at least two strategies of how to align policies and practices to support district vision (ELCC 1.4a)	addressed relevant issues but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
		Understands the	addressed relevant	

	Explains how to use research and data to support district vision across a variety of issues (ELCC 1.4b)	role of research and data in vision development and can provide at least one example of how they can be used (ELCC 1.4b)	issues but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
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Standard 2	Exceeds Target	Met Target	Acceptable	Unacceptable
Value	4	3	2	1
Best Practices 2.3b Applied best practices to student learning	Suggests several strategies to engage in best practices and sound research (ELCC 2.3.a)	Suggests at least two strategies to engage in best practices and sound research (ELCC 2.3.a)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Suggests several strategies to assist personnel in using Best Practices (ELCC2.3b)	Suggests at least two strategies to assist personnel in using Best Practices (ELCC2.3b)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can apply theory and suggest several diversity driven strategies to support program development (ELCC2.3c)	Can apply theory and suggest at least two diversity driven strategies to support program development (ELCC2.3c)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can explain how to use district data resources across several programs to profile student performance and disaggregate data (ELCC 2.3d)	Can explain how to use district data resources across several programs to profile student performance and disaggregate data (ELCC 2.3d)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response

Standard 3	Exceeds Target	Met Target	Acceptable	Unacceptable
Value	4	3	2	1
Best Practices in Planning and Engagement 3.2 Managing Operations	Suggests several strategies to involve stakeholders (ELCC 3.2.a)	Suggests at least two strategies to involve stakeholders (ELCC 3.2.a)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Suggests several strategies to conduct needs assessments to build consensus within the district (ELCC3.2b)	Suggests at least two strategies to conduct needs assessments to build consensus within the district (ELCC3.2b)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can apply several strategies to develop staff communication plans to integrate district divisions (ELCC3.2c)	Can apply several strategies to develop staff communication plans to integrate district divisions (ELCC3.2c)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can explain several strategies to promote and support community collaboration with district personnel (ELCC3.2d)	Can explain several strategies to promote and support community collaboration with district personnel (ELCC3.2d)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response

Standard 4	Exceeds Target	Met Target	Acceptable	Unacceptable
Value	4	3	2	1
Collaboration 4.1 Collaborated with families and others...	Suggests several strategies to bring together resources within the community (ELCC 4.1a)	Suggests at least two strategies to bring together resources within the community (ELCC 4.1a)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Suggests several marketing strategies to craft partnerships (ELCC4.1c)	Suggests at least two marketing strategies to craft partnerships (ELCC4.1c)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can apply several strategies to develop a plan to work with health, social and other services (ELCC (4.1f)	Can apply at least two strategies to develop a plan to work with health, social and other services (ELCC (4.1f)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can explain several strategies to promote and support family involvement (ELCC4.1h)	Can explain at least two strategies to promote and support family involvement (ELCC4.1h)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
Community Interests 4.2 Responded to community interests and needs	Suggests several strategies to gather information from multiple stakeholders (ELCC 4.2a)	Suggests at least two strategies to gather information from multiple stakeholders (ELCC 4.2a)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Suggests several	Suggests at least two		shows limited or no

	<p>strategies to engage groups of conflicting perspectives (ELCC4.2c)</p> <p>Can apply several strategies to advocate for students with special needs (ELCC 4.2e)</p>	<p>strategies to engage groups of conflicting perspectives (ELCC4.2c)</p> <p>Can apply at least two strategies to advocate for students with special needs (ELCC 4.2e)</p>	<p>demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement</p> <p>demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement</p>	<p>knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response</p> <p>shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response</p>
<p>Mobilization</p> <p>4.3 Mobilized community resources</p>	<p>Suggests several strategies to use youth services to help solve district problems (ELCC 4.3a)</p> <p>Suggests several strategies to involve the community to solve joint problems (ELCC4.3b)</p> <p>Can apply several strategies to encourage the community to develop new resources to address emerging student problems (ELCC (4.3c)</p>	<p>Suggests at least two strategies to use youth services to help solve district problems (ELCC 4.3a)</p> <p>Suggests at least two strategies to involve the community to solve joint problems (ELCC4.3b)</p> <p>Can apply at least two strategies to encourage the community to develop new resources to address emerging student problems (ELCC (4.3c)</p>	<p>demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement</p> <p>demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement</p> <p>demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement</p>	<p>shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response</p> <p>shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response</p> <p>shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response</p>

	Exceeds Target	Met Target	Acceptable	Unacceptable
Value	4	3	2	1
Influencing the larger context for public education 6.1 Understands the larger educational context	Suggests several strategies to engage in best practices and sound research to improve operations (ELCC 6.1a)	Suggests at least two strategies to engage in best practices and sound research to improve operations(ELCC 6.1aa)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can provide a sophisticated explanation of the implications of poverty on learning including several examples to support positions (ELCC6.1b)	Can provide an explanation of the implications of poverty on learning including at least two examples to support positions (ELCC6.1b)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	can provide several examples of how specific laws affect his/her district (ELCC 6.1c))	Can provide at least two examples of how specific laws affect his/her district (ELCC 6.1c))	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	hows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can explain financial system for funding school district programs and how it affects equity to include several specific examples (ELCC 6.1d)	Can explain financial system for funding school district programs and how it affects equity to include two specific examples (ELCC 6.1d)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response
	Can take a position on an existing policy and either defend or attack it in terms of its affect on students (ELCC 6.1d)	Can take a position on an existing policy and either defend or attack it in terms of its affect on students (ELCC 6.1d)	demonstrates accuracy in understanding of the issue but can only provide one example to support a position or statement	shows limited or no knowledge or understanding of the issue and/or provides inaccurate information or inappropriate response

Summary Data	Key	Candidate Score	Candidate Rating	Focus Area	Comments
Standard 1 (8 Possible Points)	7-8-exceeds 5-6 met 3-4 acceptable 2 or less-unacceptable			District Vision of Learning	
Standard 2 (4 Possible Points)	4 exceeds 3 met 2 acceptable 1 unacceptable			Apply Best Practice to Student Learning	
Standard 3 (4 Possible Points)	4 exceeds 3 met 2 acceptable 1 unacceptable			Manage Operations	
Standard 4 (12 Possible Points)	10-12-exceeds 7-9 met 4-6 acceptable 3 or less-unacceptable			Collaborate with Families and other Community Members	
Standard 6 (4 Possible Points)	4 exceeds 3 met 2 acceptable 1 unacceptable			Understand the Larger Context	
Total Score (44 Possible Points)					

Notes/Comments